

# **REPORTING THE ACADEMIC PERFORMANCE INDEX GROWTH AND AWARDS FOR 2000–2001**

## **Media Assistance Packet**



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prepared by the  
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# UPDATE ON THE PSAA

- The Public Schools Accountability Act of 1999 (PSAA) was enacted into law in April 1999 (Chapter 3 of 1999). Senate Bill 1552 (Chapter 695 of 2000) amended the PSAA in 2000.
- The PSAA has three main components: the Academic Performance Index (API), the Immediate Intervention/Underperforming Schools Program (II/USP), and the Governor's Performance Award (GPA) program. The PSAA also calls for an Alternative Accountability System for non-traditional or small schools.

## Academic Performance Index (API) and Growth

- The 2001 API for growth is a numeric index (or score) between 200 to 1000, reflecting a school's performance on results of the 2001 administration of the Stanford 9. This is a nationally-normed test that is administered annually to California public school students in grades 2 through 11 as part of the Standardized Testing and Reporting (STAR) program.
- Other performance indicators such as the results of the California Standards Tests and the California High School Exit Examination (CAHSEE) and graduation and attendance rates will be added to the API when the data are available. The English-Language Arts Standards Test is anticipated to be added to the 2001 base API (see "API Reporting Cycles"). The law requires that test results constitute at least 60 percent of the API.
- Schools receiving a "base" API score are ranked in ten categories of equal size (deciles) from one (lowest) to ten (highest). A school's base API score and ranking are compared to schools statewide and to schools with similar demographic characteristics. An API score of 800 will serve as the interim growth target for all schools until state performance standards are adopted.
- Schools receiving a base API score also receive base API scores for each numerically significant ethnic and socioeconomically disadvantaged subgroup in the school. Growth targets are set for the school as a whole and for each numerically significant subgroup.
- The annual growth target for a school is five percent of the distance between a school's API and the interim statewide performance target of 800 and is in no case less than 1 point. A school with an API of 800 or more must maintain an API of at least 800 in order to meet its growth target. In most cases, the growth target for each numerically significant subgroup is 80 percent of the schoolwide target.
- The 2000–2001 API growth reports provided in October 2001 include each school's 2001 STAR percent tested, 2000 API base score, 2001 API growth score, 2000–2001 growth target and actual growth, whether growth targets were met, and the school's eligibility for the Governor's Performance Award (GPA) program. An API and growth report for each numerically significant subgroup in the school also are included.

- The 2000–2001 API growth reports will be provided for all schools in the main API system, for schools in the Alternative Schools Accountability Model that opt into the main API system, and for small schools with between 11 and 99 valid Stanford 9 test scores (see “Main API System and Alternative Accountability System”).
- The 2001 API growth results are scheduled to be posted on the California Department of Education (CDE) API website at <http://api.cde.ca.gov> on October 15, 2001.
- Schools must report their API results in their local School Accountability Report Cards annually. Each school district’s governing board also must discuss these results at a regularly scheduled public meeting.
- Generally, API results are reported twice a year: (1) base year reports each January and (2) growth reports each fall.

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### Immediate Intervention/Underperforming Schools Program (II/USP)

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- For the 2001–2002 school year, \$21.5 million is available to support a third group of 430 schools that volunteered and were selected for the II/USP, based on the 2000–2001 growth results.
- Each year, schools that place in the lower five deciles of the previous year’s statewide API ranking and do not meet their annual growth targets are eligible for the II/USP. For schools with demographic data errors at the time eligibility is determined, alternate criteria for school growth may be applied.
- Under the II/USP, schools are required to write an action plan and receive assistance to improve academically.
- II/USP schools are eligible to submit a competitive application for the Comprehensive School Reform Demonstration (CSRDP) program.
- Schools already in the II/USP that continue to fall below their targets or do not show significant growth may be subject to local interventions or eventually to state sanctions.

**Note: Assembly Bill 961, if signed into law, will immediately modify the II/USP.**

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### API School Awards Programs

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- For the 2001–2002 school year, two awards programs are scheduled to provide funds for schools and/or school site employees, based on 2000–2001 API growth: (1) the Governor’s Performance Award (GPA) and (2) the Certificated Staff Performance Incentive Act award (Assembly Bill 1114). The School Site Employee Performance Bonus, given last year, was for the 2000–2001 school year only.
- A combined total of \$257 million has been allocated for the two awards: \$157 million to schools for GPA; \$100 million to all certificated staff at selected sites for the Certificated Staff Performance Incentive Act award.

- Schools receiving the GPA award will be notified through their districts in October 2001. The award money will be distributed after the first of the year in 2002. Schools eligible for the Certificated Staff Performance Incentive Act award will be notified of their eligibility in January 2002, and funds will be awarded after May 2002.

## API Teacher Award Programs

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- The Extra Credit Teacher Home Purchase Program provided \$164 million in 2001 to help attract qualified teachers and principals to serve in low performing schools. Funding for 2002 is expected to be appropriated for this program. Teachers and principals who commit to serve in designated low performing schools for five years qualify for tax credits or reduced interest rate home loans. Low performing schools are defined as K–12 public schools that rank in the bottom 30 percent based on the most recent API (i.e., schools with APIs in deciles 1, 2, or 3). For more information, contact the State Treasurer's Office at (916) 653-3255 or (213) 620-4467 or visit the program's website at <http://www.treasurer.ca.gov/csfa/extracredit/extracredit.htm>.
- The Teaching as a Priority (TAP) Program provided \$118.7 million in funding to districts in the 2000–2001 school year to recruit and retain fully-credentialed teachers in under-performing schools (API deciles 1–5). It is expected that funding will be appropriated for the 2001–2002 school year, and, if appropriated, new grant requests will be due sometime in February 2002. Funding varies by enrollment and API. Schools with an API in deciles 1–3 receive one and a half times the funding as schools with an API in deciles 4–5. For more information, contact the Curriculum Leadership Unit of the California Department of Education (CDE) at (916) 323-5505 or visit the website at <http://www.cde.ca.gov/pr/tap/rfa.htm>.

## Alternative Accountability System

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- The State Board of Education in July 2000 approved the framework for an Alternative Accountability System comprised of three models to be implemented over a three-year period: (1) Small Schools, Model for schools that serve traditional populations but have between 11 and 99 valid test scores; (2) Special Education Schools and Centers Model; (3) Alternative Schools Accountability Model (ASAM) for alternative schools serving a majority of high-risk students including continuation schools, opportunity schools, community day schools, and county court and community schools. Very small schools with fewer than 11 valid test scores will also be held accountable under the third model.
- The Small Schools Model now is part of the Main Accountability System. In January 2001 schools in this model received a 2000 API Base with an asterisk to designate the larger statistical uncertainty of an API based on fewer than 100 valid test scores. These schools received schoolwide and subgroup growth targets for 2001–2002. The 2000–2001 API Growth report includes these schools in the Main API system.
- Schools in the Special Education Schools and Centers Model are held accountable through the IEP and Quality Assurance System. Additional accountability measures are not proposed at this time for schools in this model.

- In September 2001 schools in the Alternative Schools Accountability Model (ASAM) adopted two performance indicators in addition to STAR. These schools will report baseline data on the adopted indicators for the 2001–2002 school year in July 2002.

## **Proposed API Legislation**

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- Assembly Bill 961 proposes to establish the High Priority Schools Grant Program, a voluntary grant program for schools in the lowest deciles of the API. Schools in deciles 1 to 5 according to the 2000 API Base will be eligible, but the lowest ranking schools will have first priority for funding. Schools that participate in this program also will be in the II/USP. Schools that receive funding for this program will receive \$200 per enrolled pupil in addition to their II/USP funding.
- Assembly Bill 295 proposes that results of the California English Language Development Test (CELDT) be included as one of the indicators in the API, that similar characteristics for the API similar schools ranking include teacher and administrator mobility and the percentage of pupils enrolled in Advanced Placement courses, and that the California School Information Services be fully operational by 2004-2005 for purposes of the API.
- Senate Bill 347 and Senate Bill 735 propose that, to be eligible for the GPA funds, schools must meet or exceed their API growth targets or increase by five points, whichever is greater, and must meet or exceed their API subgroup growth targets or increase by four points, whichever is greater.
- Assembly Bill 1295 proposes that traditional schools with between 11 to 99 valid test scores shall receive an API with an asterisk. Subgroups for these schools will be defined by the State Superintendent of Public Instruction, with approval by the State Board of Education. The bill also proposes to revise certain requirements of the II/USP.

# TALKING POINTS FOR SCHOOL DISTRICTS

Talking points with Options 1 or 2 can be adapted to address the progress of individual schools based on the 2000-2001 growth reports. School district personnel responsible for working with the media also can refer to the Questions and Answers in this packet for more information.

- Academic growth on the Academic Performance Index (API) is the central focus of the Public Schools Accountability Act (PSAA) of 1999.
  - The API measures each school's academic performance, sets annual growth targets, determines if growth targets have been met, and identifies eligibility for awards.
- Option 1**
- All (most) of our schools met (or exceeded) their growth targets for the school and every numerically significant subgroup. These schools also grew at least five points schoolwide and at least four points for each subgroup. Because of this tremendous accomplishment, these schools may be eligible for the Governor's Performance Award (GPA) program and the Certificated Staff Performance Incentive Act.
  - In addition to reaching all growth requirements, schools must show a 95 percent student participation rate on the Stanford 9 for elementary and middle-schools and 90 percent participation rate for high schools to be eligible for any of the award programs.
  - Our schools (Most of our schools) continued to (maintain) surpass the state's goal of 800 on the API and to meet their growth targets. Whether or not they receive money awards from the state, the staffs at every school should be commended for this outstanding achievement.
  - Each school's site governance team/council will decide how GPA funds will be used. The use of these funds also must be ratified by our District Board of Education.
- Option 2**
- Although all (most) of our schools met (or exceeded) their growth targets for the school and each student subgroup, they did not meet the new state requirements to be eligible for awards. Newly-approved legislations requires that schools must grow at least five points schoolwide and at least four points for each numerically significant subgroup to qualify. Our schools should be commended for their tremendous effort to improve student learning.

**Option 3**

- Our schools did not meet their 2000–2001 API growth targets (Our schools met their 2000–2001 API school growth targets but some of their student subgroup results missed the mark). Efforts our schools made last year to strengthen their instructional and assessment programs will help them make giant strides toward this year's achievement goals.
- The STAR test results, used to calculate the 2000 API and the 2001 API, show how well our students performed on one test on one day in a school year.
- It is extremely important that other indicators of student achievement, in addition to the STAR results, are used in the future to calculate each school's API and the growth achieved. Our schools' results for the spring 2001 administration of the California Standards Test for English-language arts will be incorporated into the 2001 base API.
- Requiring all numerically significant student subgroups at our schools to reach 80 percent of their schoolwide growth target makes a strong statement that the achievement of all students is important. No student should be left behind.
- We have many limited-English-proficient students in our schools who are required to take the Stanford 9 test in English, and their results are included in each school's API. As these students increase their proficiency in English, they also will increase their performance on the Stanford 9.
- The staff, students, and parents at our schools will continue to work together to improve the academic performance of all students, and their efforts will receive full district and board support. It takes everyone involved in our student's education to meet the challenges that lie ahead.



# SAMPLE PRESS RELEASE FOR SCHOOL DISTRICTS

## Sample Press Release for School Districts

“Once again, several of our schools met the Academic Performance Index (API) growth targets set by the state a year ago,” Superintendent \_\_\_\_\_ said today as (he or she) announced results of the 2000–2001 API growth report for every school in the \_\_\_\_\_ District. “In addition, one (or more) of our schools met their targets for the second straight year.”

The API is the cornerstone of the statewide accountability system for California public schools that includes the API, growth targets, and awards based on API growth. This year marks the second reporting cycle for the API, established through the Public Schools Accountability Act (PSAA) in 1999.

Results of the Stanford 9 test, given in spring 2000 and spring 2001 as part of the state’s Standardized Testing and Reporting (STAR) program, were used to calculate the school’s 2000 API and 2000–2001 API growth results. The same information is included for each student subgroup at a school. The 2000–2001 API growth results for all schools are posted at <http://api.cde.ca.gov> on the Internet.

\_\_\_\_\_ noted, “Our school staffs used the STAR results with other data about the academic achievement of their students as they worked together to determine how best to improve student learning. Those efforts have paid off. Our schools that met or exceeded their schoolwide and student subgroup targets and new legislative requirements for academic growth may be eligible for awards.”

“It also is important that we recognize the efforts of staff, parents, and students at our schools that did not meet all of their targets,” \_\_\_\_\_ said. “Their hard work has made a significant difference in the academic achievement of their students. Hopefully, all of our schools will meet their growth targets for the 2001–02 school year.”

“The API for many (some) of our schools include Stanford 9 scores for a large number of limited-English-proficient students who are required to take this test,”

\_\_\_\_\_ said. “As these students become more proficient in English, they will increase their performance on the STAR tests and help raise the API growth targets for their schools. Our goal is to ensure the academic success of all students.”

Parents should direct their questions about the PSAA, school API scores, school plans for increasing their school’s academic performance, or API-based awards to their students’ school office. Every school in the district will be scheduling special parent information meetings. Dates and times for those meetings will be sent home from each school.

# 2000–2001 ACADEMIC PERFORMANCE INDEX (API)

## Questions and Answers About Growth

The Public Schools Accountability Act (PSAA), signed into law in 1999, authorizes the creation of a new educational accountability system for California public schools. The primary goal is to help schools improve the academic achievement of all students.

The PSAA has three components:

- **Academic Performance Index (API)** – measures school performance, sets academic growth targets, and monitors growth over time
- **Immediate Intervention/Underperforming Schools Program (II/USP)** – offers financial support to schools in need of improvement
- **Governor’s Performance Award (GPA) program** – rewards schools that show improvement or high achievement based on the API

An additional award program, based on the API, has been enacted as a result of subsequent legislation:

- **Certificated Staff Performance Incentive Act (AB 1114)** – offers rewards to certificated staff in lower-performing schools that show significant improvement beyond the API growth target

The PSAA also requires the development and implementation of an Alternative Accountability System for small schools and schools that serve a non-traditional student population. At its July 2000 meeting, the State Board of Education approved the conceptual framework for this system.

Growth in the API is the central focus of the PSAA. In January 2001, schools were provided their 2000 API Base results. In October 2001, schools receive their 2001 API Growth results. The API results from 2000 and 2001 will be compared to determine a school’s growth. A school’s growth in the API will determine if a school may be eligible for interventions or awards. Answers to frequently-asked questions about the PSAA, API, and the 2000–2001 API reporting cycle follow.

### What is the Academic Performance Index (API)?

The Academic Performance Index (API) is the cornerstone of California’s accountability system. The purpose of the API is to measure the academic performance and growth of schools. It is a numeric index (or scale) that ranges from a low of 200 to a high of 1000. A school’s score or placement on the API is an indicator of a school’s performance level. The interim statewide API performance target for all schools is 800. A school’s growth is measured by how well it is moving toward (or past) that goal.

### What are the API reporting cycles?

An API reporting cycle consists of two components: (1) base year information and (2) growth information (see “API Reporting Cycles”). In a reporting cycle, an API Base is compared with a corresponding API Growth in order to determine a growth score for a school. Generally, the base year reports are provided in January of each year, and the growth reports are provided each fall. A graphic display of the API reporting cycle is located on the CDE API website at <http://www.cde.ca.gov/psaa/api>.

### What is included in the 2000-2001 API reporting cycle?

The 2000-2001 API reporting cycle consists of the following information:

- **2000 API Base reports** (reported in January 2001)
  - 2000 API Base—calculated from 2000 Stanford 9 results
  - State and similar schools decile ranks
  - School and subgroup growth targets
- **2000–2001 API Growth reports** (reported in October 2001)
  - 2001 API Growth—calculated from 2001 Stanford 9 results
  - 2000 to 2001 growth
  - Whether or not the school met its growth targets and is eligible for GPA

# 2000–2001 ACADEMIC PERFORMANCE INDEX (API)

## Questions and Answers About Growth

The indicators used for both the 2000 API Base and 2001 API Growth are the same and the APIs are calculated in the same way. Schools that correct API demographic data will receive their growth reports in December 2001.

### What indicators are included in the 2000–2001 API reporting cycle?

The 2000–2001 API reporting cycle consists of the same type of information as the 1999–2000 cycle except that the data covers 2000–2001. For each reporting cycle, an API Base will be calculated, incorporating any new indicators adopted by the State Board of Education. The API Growth for each cycle will be calculated in the same way as the API Base for the cycle, using the same indicators. It is expected that the English-Language Arts Standards Test will be added as an indicator in the next API reporting cycle (2001–2002).

### What does the 2000–2001 API Growth Report specifically include for each school?

The 2000–2001 API Growth Report for each school includes:

- percentage of students tested in the 2001 administration of the Stanford 9
- number of students included in the 2001 API (Growth)
- school's 2001 API (Growth) (scale 200 to 1000)
- school's 2000 API (Base) (scale 200 to 1000)
- 2000–2001 growth target
- 2000–2001 actual growth
- information on whether growth targets were met
- whether the school is eligible for the GPA
- school demographic characteristics
- subgroup information

Small schools having between 11 and 99 valid Stanford 9 test scores receive an API with an asterisk (\*) to designate the greater statistical uncertainty of an API based upon fewer than 100 valid scores. If a school was small in either 2000 or 2001 (API is asterisked), awards eligibility is unclear at this time (pending legislation).

The 2000–2001 API Growth Reports for small schools will be updated no later than December 2001 with awards information.

In some circumstances, a 2000 API was not calculated for a school, and the school's growth is based on a two-year span (1999 to 2001). This is reported on the 2000–2001 API Growth Report as a two-year target (1999–2001). This two-year target is double the 1999–2000 growth target.

### When will the 2000–2001 API Growth Reports be available?

Public reporting of the 2000–2001 API growth results is scheduled to be posted on the California Department of Education (CDE) website on October 15, 2001 at <http://api.cde.ca.gov>.

### In the 2000–2001 API Growth Report, how was "STAR 2001 Percent Tested" determined?

This percent is calculated as follows:

Percent Tested = (Total Students Tested)

**divided by**

(Total Enrollment on First Day of Testing, grades 2–11

**less**

Students with Parent/Guardian Written Waiver Request

**less**

Students with Individualized Education Program Exemptions)

The percent tested is used as the participation rate for awards eligibility. The source of these data is the STAR 2001 Apportionment Information Report. The percent tested is rounded down to the nearest whole percent.

A student who did **not** attempt the test at all is **not** counted as tested in the participation rate. A student who did attempt items on the test, whether or not there were

# 2000–2001 ACADEMIC PERFORMANCE INDEX (API)

## Questions and Answers About Growth

enough items attempted to receive a score, is still counted as tested in the participation rate. Also, a student who takes the test with one or more nonstandard accommodations is counted as tested in the participation rate.

### What is meant by a school's "growth targets"?

Growth targets include:

- **Schoolwide growth target** – the amount of improvement a school is expected to make beyond its API base score in a year. A school meets its 2000–2001 schoolwide target if (1) it meets or exceeds 5% of the distance between its 2000 API and the interim statewide performance of 800, or (2) its 2001 API Growth is at or above 800.
- **Comparable improvement target** – the amount of growth each numerically significant ethnic/racial and socioeconomically disadvantaged subgroup in the school is expected to make in a year. In most cases, a subgroup in a school meets its 2000–2001 subgroup target if it meets or exceeds 80% of the school's 2000–2001 growth target. For exact calculation of growth targets, refer to the *2000–2001 API Growth Explanatory Notes* located on the CDE website at <http://www.cde.ca.gov/psaa/api>.

### How is a school's 2000–2001 API "growth" calculated?

The 2000–2001 growth for a school is determined by subtracting its 2000 API from its 2001 API. For each numerically significant subgroup in the school, the 2000 API for the subgroup is subtracted from its 2001 API.

### What was used to calculate the 2000 API and the 2001 API?

The 2000 Stanford 9 scores were used to calculate the 2000 API, and the 2001 Stanford 9 scores were used for the 2001 API. By law, only scores for students enrolled in the district the prior year are included in the calculation for both APIs.

### What is meant by a "numerically significant student subgroup"?

To be considered numerically significant, a subgroup must:

- have at least 30 students, with valid Stanford 9 scores, who make up at least 15 percent of the school's valid Stanford 9 scores, **or**
- have at least 100 students with valid Stanford 9 scores.

### What are the categories for the numerically significant subgroup growth?

Subgroup APIs are calculated for the following categories:

- American Indian or Alaska Native
- Asian/Asian American
- Black/African American
- Filipino/Filipino American
- Hispanic/Latino
- Pacific Islander
- White not Hispanic
- Socioeconomically disadvantaged

### What is meant by "socioeconomically disadvantaged"?

A socioeconomically disadvantaged student is defined as 1) a student neither of whose parents has received a high school diploma **or** 2) a student who participates in the free or reduced price lunch program.

### Are English learners considered a subgroup for API calculations?

English learners (formerly called limited-English proficient students) are **not** considered a subgroup for API calculations.

### If a subgroup at a school was numerically significant for the 2000 API but was not numerically significant for the 2001 API, will it receive a subgroup growth score?

If the school has a subgroup that was significant for the 2000 API but was not significant for the 2001 API, it will **not** receive a 2000–2001 subgroup growth score. A school's subgroup must be numerically significant in both years for the subgroup growth to be calculated.

# 2000–2001 ACADEMIC PERFORMANCE INDEX (API)

## Questions and Answers About Growth

### Will all schools receive a 2000 to 2001 growth score?

Most schools that received a 2000 API will receive a 2000 to 2001 growth score and report. In order for a school to receive the growth score and report, it must have both a 2000 and 2001 API. New schools starting in September 2000 that did **not** receive a 2000 API Base will not receive a 2001 API growth score. However, they will be included in the 2001–2002 API reporting cycle and will receive a 2001 API base score in January 2002.

### Why would a school not receive a 2001 API Growth, even though it received a 2000 API Base?

There are several reasons including, but not limited to, the following:

- the school existed in the 1999–2000 school year but closed for the 2000–2001 school year
- the school's number of students with valid Stanford 9 test scores decreased to fewer than 11
- the school did not test in a content area a significant proportion of students who were not exempt from testing
- a charter school, classified as traditional school for the 2000 API, elected to participate in the Alternative Accountability System
- the district reported that the student population of the school changed so substantially that calculating a reliable growth score was not possible

### What would be considered a “substantial change” in the student population of a school such that growth could not be calculated?

Examples of the types of student population changes that could substantially impact a school's API could include, but are not limited to:

- the opening of a Gifted and Talented Education magnet program on a school site
- the opening of a special education center at a school site

- the addition of a large number of students participating in a free or reduced price lunch program at a school site
- the addition of a large number of English learners at a school site

School districts have been asked to determine whether any school in their district should not receive a growth API due to programmatic or demographic changes between the 1999–2000 and 2000–2001 school years.

### Are there district APIs and 2000 to 2001 growth scores?

No, school districts do **not** receive APIs or 2000–2001 growth scores. APIs are calculated at the school level only.

### How are the school's growth targets and growth used?

Generally, if a school meets participation and growth awards criteria, it may be eligible to receive monetary awards through the Governor's Performance Award or Certificated Staff Performance Incentive Act award programs. If a school does not meet or exceed its growth targets and is in deciles 1 to 5 on the 2000 API Base, it may be identified for participation in the Immediate Intervention/Underperforming Schools Program (II/USP).

Information about the PSAA, the API, and growth can be found on the CDE website at <http://www.cde.ca.gov/psaa/api>.



# 2000–2001 ACADEMIC PERFORMANCE INDEX (API)

## Questions and Answers About Awards

### What awards are available for schools that have met their API targets?

The Governor has designated two awards programs for schools and/or school site employees during the 2001–2002 school year as part of the state’s accountability system:

- Governor’s Performance Award (GPA) Program (Chapter 3 of 1999, as amended by Chapter 695 of 2000)
- Certificated Staff Performance Incentive Act (Chapter 52 of 1999)

The School Site Employee Performance Bonus, given last year, was for the 2000–2001 school year only.

### How much money has been allocated for the API-based awards?

The state has allocated \$157 million for the GPA and \$100 million for the Certificated Staff Incentive Act award. Funding for the GPA and Certificated Staff Incentive awards is ongoing.

### What are the participation criteria to qualify for any of the awards?

To qualify for the API-based awards:

- Elementary and middle schools must have a 95 percent participation rate on the 2001 Stanford 9 test
- High schools must have a 90 percent participation rate on the 2001 Stanford 9 test

### What are the additional eligibility criteria for the GPA?

To qualify for the GPA:

- The 2000–2001 growth for a school must meet or exceed its 5% growth target.
- Schools that met or exceeded the state’s interim performance target of 800 on the 2000 API must make at least a one point gain in 2001.
- The 2000–2001 growth for each numerically significant subgroup must meet or exceed 80 percent of the school’s growth target in most cases.

**Note:** Senate Bill 347 and Senate Bill 735 propose to require that, to be eligible for the GPA funds, schools must meet or exceed their API growth targets or increase by five points, whichever is greater, and must meet or exceed their API subgroup growth targets or increase by four points, whichever is greater.

A full description of growth targets can be found in the *2000–2001 API Growth Report Explanatory Notes* on the CDE website at <http://www.cde.ca.gov/psaa/api>.

### What are additional eligibility criteria for the Certificated Staff Performance Incentive Act awards?

A school must have a 2000 API in the lower half of the statewide rankings (1–5) to be eligible for this award. In addition, to receive this award:

- The school’s 2000–2001 API growth must meet or exceed two times the growth target reported with the 2000 Base API.
- The 2000–2001 growth for each numerically significant subgroup must meet or exceed two times the subgroup growth target reported with the 2000 Base API.
- A school must have been eligible for API awards in the year preceding the current API growth year.

### What is meant by two times the annual growth target in the Certificated Staff Incentive criteria?

Two times the annual growth target for a school is calculated by taking five percent of the distance between the school’s API and the interim statewide performance target of 800, rounding to the nearest whole number, and multiplying the result by two. For example, a school with a 2000 API of 500 would have a 2000–2001 API growth target of 15 points. Two times the growth target would be 30, or ten percent of the distance between 500 and 800.

# 2000-2001 ACADEMIC PERFORMANCE INDEX (API)

## Questions and Answers About Awards

### Who will receive the money for these awards?

Under the GPA, schools could receive up to \$150 per student for schoolwide use. If Senate Bill 347 or Senate Bill 735 is enacted, only second through eleventh grade students who actually took the test will be counted.

Under the Certificated Staff Performance Incentive Act, all school certificated staff (all site positions requiring certificated staff such as teachers and principals) could receive money for this award. Teachers with emergency credentials are included in the awards funding. The governing board of the school district shall negotiate individual teacher and other certificated staff salary award amounts with the exclusive representative of the bargaining unit.

### If school staff members have resigned from the district, do they still qualify for the Certificated Staff Performance Incentive Act awards?

Even though staff members have resigned or retired from the district, they are eligible for award funding if they were assigned to and worked at the eligible site during the year of testing and have been included in the required negotiation process.

### Are itinerant staff, hourly part-time certificated teachers, long term substitutes, and non re-elect staff eligible for Certificated Staff Performance Incentive Act awards?

Yes. Any certificated district staff who worked at the school during the year of testing is eligible for the award. The amount that the person receives will be determined through local negotiations between the local school board and the bargaining units of teachers and other certificated staff.

### How will the Certificated Staff Performance Incentive Act awards money be allocated?

Schools will be ranked from highest to lowest gains based on points over twice their API targets. Awards will be allocated successively until the \$100 million allocated for this awards program is gone. Distribution will be approximately as follows:

- At least 1,000 certificated staff in schools with the largest growth will receive \$25,000 each.
- At least 3,750 certificated staff will receive \$10,000 each.
- Up to 7,500 certificated staff will receive \$5,000 each.

### How and when will the awards money be distributed?

CDE will post on the Internet the API growth data for schools in October 2001. Eligibility for the Governor's Performance Award will also be announced at this time except for small schools. GPA eligibility for small schools will be updated no later than December 2001. In January 2002, the Certificated Staff Performance Incentive Act school eligibility and application process will be sent to districts. The money for the awards will be distributed some time after May 2002.

### Why does the Certificated Staff Performance Incentive Act award have an application/certification process?

The Certificated Staff Performance Incentive Act application/certification is required by the legislation.

### Will schools be excluded from receiving awards if they have a large number of parent waivers?

A school's API will be invalidated if the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent.

# 2000–2001 ACADEMIC PERFORMANCE INDEX (API)

## Questions and Answers About Awards

### How will schools decide on the use of GPA funds?

The use of GPA funds at the school will be determined by the existing site governance team/council. The use of the funds will be ratified by the local school board.

### Can the district keep any of the awards money?

No. Although the money goes to the district, it is the district's responsibility to ensure that all of the awards money with the exception of state and federal income taxes reaches each of the eligible schools.

### Will the awards be in place next year?

There is ongoing funding for the GPA and Certificated Staff Performance Incentive Act awards in the current year. It is not known at this time if the funding level for these two awards will remain the same next year.

### Will schools be eligible for the current awards if they are part of the Alternative Accountability System?

No. The enactment of legislation is required to make the schools eligible.

### Are charter schools eligible for the awards?

Charter schools that meet the criteria for the awards are eligible for both of the awards.

### Are Similar School Ranks part of the awards criteria?

No. Criteria for eligibility is based on whether or not a school meets or exceeds its Academic Performance Index growth targets, and if all numerically significant ethnic and socioeconomically disadvantaged subgroups at the schools make at least 80 percent of the school's growth target.

### Can a school receive both API awards?

Yes. A school could receive both API awards if it meets all of the eligibility criteria. This could include the Governor's Performance Award and the Certificated Staff Performance Incentive Act. Only schools in 2000 API statewide decile ranks 1 to 5 are potentially eligible for the Certificated Staff Incentive award.

### Will schools that are eligible for API-based awards be eligible for the California's Distinguished School Program?

Any elementary school that met its 2000–2001 API growth targets (schoolwide and subgroup) and placed in the top five deciles of 2000 API statewide ranking, will be eligible to apply for the California Distinguished Schools Program.

Information about the API awards programs can be found on the CDE website at <http://www.cde.ca.gov/psaa/awards>.



# 2000–2001 ACADEMIC PERFORMANCE INDEX (API)

## Questions and Answers About Immediate Intervention/ Underperforming Schools Program (II/USP)

### What are the criteria for identification and selection of II/USP schools for 2001 (third cohort)?

For the 2001–2002 school year, schools were identified as eligible to volunteer for II/USP if they met all of the following criteria:

- The school was not already in II/USP.
- The school placed in the lower five deciles of the 2000 API statewide ranking.
- The school did not meet or exceed its five percent schoolwide target or all of its numerically significant subgroup growth targets.

In some instances, when a 2001 API was unable to be calculated due to school or district errors in the STAR demographic data, alternate criteria were used.

### What happens to schools selected for II/USP in 2000 (second cohort) that do not meet their 2000 to 2001 API growth target?

Schools selected for II/USP in 2000 (second cohort) that do not meet their 2000–2001 growth targets will continue in II/USP for the 2001–2002 school year. If these II/USP schools fail to meet their 2001–2002 growth targets after the first year of implementing their action plan, they will be subject to local interventions.

### What happens to schools selected for II/USP in 1999 (first cohort) that do not meet their 2000–2001 API growth target?

A schools that is selected for II/USP in 1999 (first cohort) that does not meet its 2000–2001 growth targets will continue in II/USP for the 2001–2002 school year and will be subject to local interventions. Under local interventions, the district governing board must hold a public hearing to ensure that the school community is aware of the school's lack of progress. The governing board must then intervene in the school to help it meet its growth target. If the II/USP school fails to meet its growth targets but shows significant growth after two years of implementing its plan, it may continue in the II/USP program for another year. However, if the II/USP school fails to meet its growth targets and does not show significant growth after two years of implementing its plan, it will be subject to state sanctions.

### What happens to schools that are not in II/USP and do not meet their 2000–2001 growth target?

Schools that are not in II/USP and do not meet their 2000–2001 growth target may be eligible for II/USP beginning in the 2001–2002 school year.

**Additional frequently-asked questions about the II/USP are located on the CDE website at <http://www.cde.ca.gov/iiusp/faq.html>.**

**Note: Assembly Bill 961, if signed into law, will immediately modify the II/USP.**

Information about the II/USP can be found on the CDE website at <http://www.cde.ca.gov/iiusp>

# 2000-2001 ACADEMIC PERFORMANCE INDEX (API)

## Questions and Answers About Alternative Accountability System

### What types of schools are included in the Alternative Accountability System?

The Alternative Accountability System currently encompasses two models:

- The Special Education Schools and Centers Model
- The Alternative Schools Accountability Model (ASAM)

Originally the Public Schools Accountability Act (PSAA) called for three categories of schools to participate in the Alternative Accountability System. These included schools in the models above as well as schools that served fewer than 100 students. However, traditional schools with 11 to 99 valid Stanford 9 scores are now accountable through the Main Accountability System where they receive an API with an asterisk. Schools with less than 11 valid Stanford 9 scores are accountable through the ASAM.

### What types of schools are included in the Alternative Schools Accountability Model (ASAM)?

The Alternative Schools Accountability Model (ASAM) includes alternative schools that, for purposes of the Alternative Accountability System are defined as schools that serve a majority of students who are

- at high-risk for behavioral or educational failure,
- expelled or under disciplinary sanction,
- wards of the court,
- pregnant and/or parenting, or
- recovered dropouts.

Schools serving these students must meet the challenge of addressing a wide range of personal and social issues that interfere with the students' abilities to reach grade-level standards. Alternative schools participating in the ASAM include alternative, continuation, community day, county court, county community, opportunity, California Youth Authority, and some charter schools. Schools with fewer than 11 valid STAR scores also participate in the ASAM.

### What progress has been made on implementing the Alternative Accountability System?

Implementation of the Alternative Accountability System has progressed in accordance with the conceptual framework adopted by the State Board of Education in July 2000 (the report is available at <http://www.cde.ca.gov/psaa/board/july00/drftpsaatosbe.htm>).

- The Special Education Schools and Centers Model currently encompasses the Quality Assurance Process, the annual Individualized Education Program (IEP) review, and the three-year re-evaluation process. The State Board will review this model in the fall of 2001.
- ASAM schools have selected two State Board-approved performance indicators in addition to STAR, and will collect baseline data on these indicators for school year 2001-2002. First-year baseline reports will be submitted to local governing boards and the Superintendent of Public Instruction (SPI) in July 2002.

### Can schools in the Alternative Schools Accountability Model (ASAM) opt to participate in the Main Accountability System?

Districts were given the option of having schools that were eligible for the ASAM participate instead in the Main Accountability System (with the exception of schools with fewer than 11 valid test scores, which must participate in the ASAM). Once a school has begun to collect data under the ASAM, however, it is required to continue in the alternative system for a minimum of 3 years. Likewise, once a school begins to participate in the Main Accountability System, it must remain in that system for at least three years.

### Can new schools participate in the ASAM?

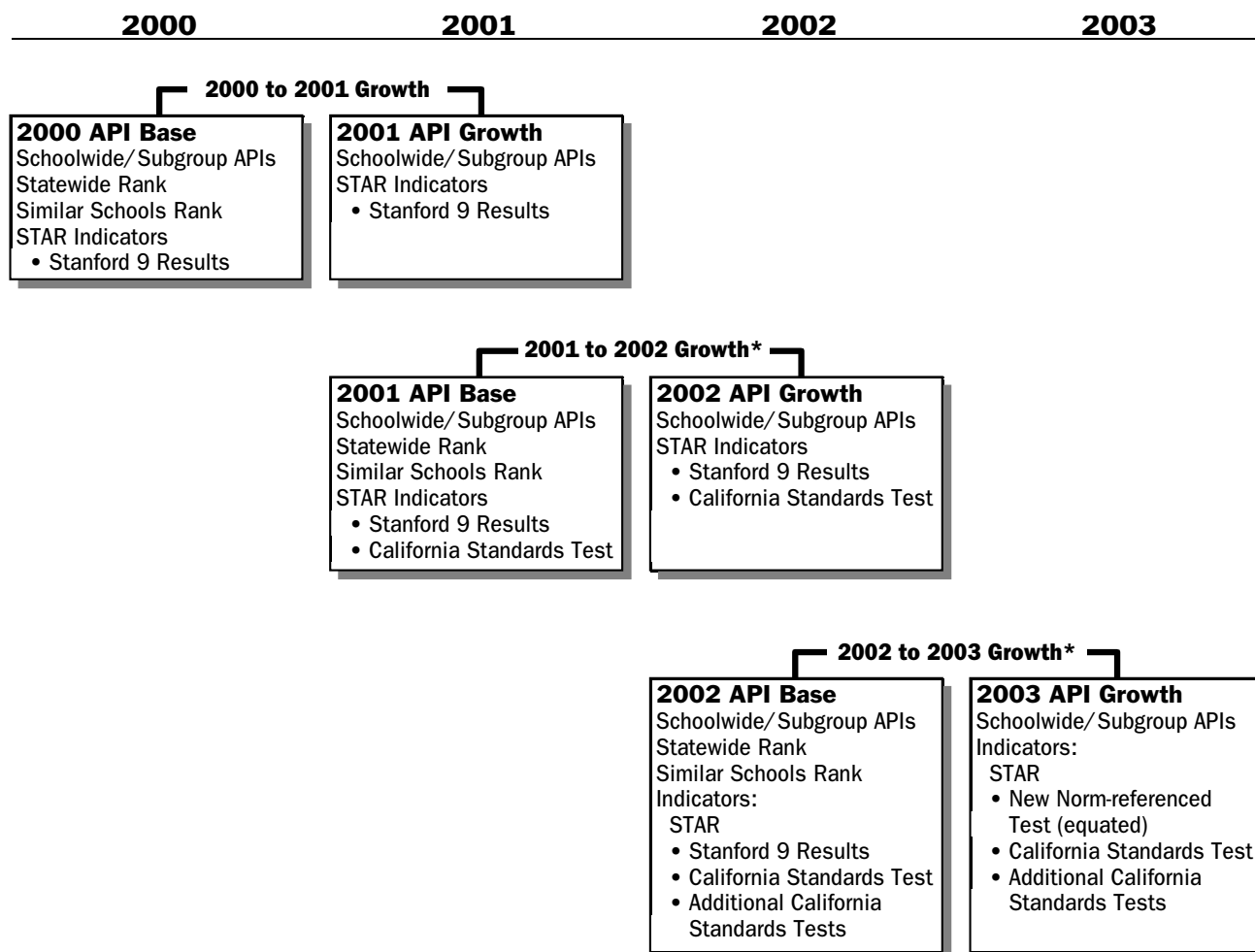
Yes. Districts or county offices of education that have recently established, or are in the process of establishing, new schools that should be held accountable through the ASAM should contact the Educational Options Office at (916) 322-5012.

### Are schools in the Alternative Accountability System eligible for awards and interventions?

Not at this time. Goals for growth will be set for ASAM schools after the first year baseline data are collected, so that success in meeting growth targets will not be ascertainable until July 2003. New legislation will be required to make schools in the Alternative Accountability System eligible for awards and interventions.

Information about the Alternative Accountability System can be obtained by contacting the Education Options Office of the Educational Support System Division at (916) 322-5012 or [rbakke@cde.ca.gov](mailto:rbakke@cde.ca.gov).

# API REPORTING CYCLES



\* Pending State Board of Education adoption.

An API reporting cycle consists of two components: (1) base year information and (2) growth information. The growth reports are provided each fall, and the base reports are provided each January. The State Board of Education determined in July 2000 that the 2000 API Base should use the same methodology and indicators as that used for the 1999 API Base. Small schools, those with between 11 and 99 valid test scores, receive an asterisked API beginning with the 2000 API Base. Assembly Bill 295 proposes inclusion of the California English Language Development Test (CELDT) results in future APIs.

# MAIN API SYSTEM AND ALTERNATIVE ACCOUNTABILITY SYSTEM

## Main API System

## Alternative Accountability System

### School Participation

- Traditional elementary, middle, and high schools with 100 or more valid Stanford 9 scores, including charter schools, and

- Schools in Alternative Schools Accountability Model that opt into main API system for a three-year period, including charter schools

These schools are held accountable through API results:

- Schoolwide API
- Subgroup APIs
- Ranks
- Growth targets
- Growth

- Small schools with 11–99 valid Stanford 9 scores, including charter schools

These schools are held accountable through API results:

- Schoolwide API with an asterisk “\*”
- Subgroup APIs
- Growth targets
- Growth

**NOTE:** CDE recommends that schools with 20 or fewer enrollments also register in the ASAM, select indicators, collect data, and be prepared to report ASAM data in July 2002 for the 2001–2002 school year.

- Alternative Schools Accountability Model (ASAM), including charter schools
  - Qualifying “Alternative” schools serving a majority of high-risk students are defined as
    - Schools that primarily serve students who are at high risk for behavioral or educational failure, expelled, or under disciplinary sanction, wards of the court, pregnant and/or parenting, or recovered dropouts
  - Very small schools are defined as
    - Schools with less than 11 valid Stanford 9 scores

These schools are held accountable through collection and reporting of data on two State-Board approved indicators and STAR (Stanford 9 and California Standards Tests)

- Schools in Special Education Schools and Centers Model
  - Schools that primarily serve students with communicative, physical, learning, or emotional disabilities

These schools are held accountable through the Quality Assurance Process, the annual Individualized Education Program (IEP), and the three-year re-evaluation process.

### Awards and Interventions Programs

- Schools in the main API system are eligible for API awards and interventions programs (this does not include small schools unless AB 1295 is enacted)

- No awards or interventions are available at this time.

### CDE Contacts

- Main API System administered through the Policy and Evaluation Division
  - API calculation—Educational Planning and Information Center (EPIC)
  - API awards—Awards Unit

- Alternative Accountability System administered through the Education Support System Division
  - Educational Options Office

**(See also “PSAA Reference Guide to the Internet and CDE Contacts”)**

## State Monetary Award Programs Based on the Academic Performance Index (API) 2001-2002\*

Governor's Performance Award (GPA) (SBIX, Ch 3 of 1999)		Certificated Staff Performance Incentive Act (AB 1114, Ch 52 of 1999)	
<b>Amount of Funds Appropriated</b>	\$157 million		\$100 million
<b>Group Receiving Awards</b>	School for school wide use		School certificated staff (all site positions requiring certificated staff)
<b>Eligibility</b>	Open to all schools with APIs		Open to schools with APIs in deciles 1-5 in 2000
<b>Conditions</b>	<ul style="list-style-type: none"> <li>✓ 2001 API must meet or exceed 5% growth target.</li> <li>✓ All subgroups must meet or exceed 80% of school target.</li> <li>✓ Elementary and middle schools must have 95% Stanford 9 participation rate; high schools must have 90% Stanford 9 participation rate.</li> <li>✓ Schools must make at least five points gain; all subgroups must make at least four points gain.</li> </ul>	<ul style="list-style-type: none"> <li>✓ API awards eligible in 2000.</li> <li>✓ 2001 API must show at least 2 times annual growth target.</li> <li>✓ All subgroups must make 80% of 2 times the school target.</li> <li>✓ Elementary and middle schools must have 95% Stanford 9 participation rate; high schools must have 90% Stanford 9 participation rate.</li> </ul>	
<b>Distribution Setup</b>	<ul style="list-style-type: none"> <li>✓ Funded up to \$150 per student tested, grades 2-11.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Largest gains receive the largest awards, based on growth (number of API points increased over 2 times the school's target).</li> <li>• 1000 certificated staff (on FTE basis) in schools with largest growth get \$25,000 each.</li> <li>• 3750 certificated staff (on FTE basis) get \$10,000 each.</li> <li>• 7500 certificated staff (on FTE basis) get \$5,000 each.</li> </ul>	
<b>Distribution Decision</b>	Use of funds at school decided by existing site governance team/school wide council representing major stakeholders; ratified by local board.	Inclusion of certificated personnel receiving funds decided by local district in negotiation with teachers' union.	
<b>Proposed Notification Timeline</b>	October 2001, after state API data have been published on CDE website.		January 2002
<b>Estimated Dates for Apportionment</b>	January/February 2002		May 2002
<b>Items shaded in gray are pending signature of SB347 and/or SB735.</b>			

\* The Schoolsite Employee Bonus was discontinued for 2001-2002.

Policy and Evaluation Division: California Department of Education  
August 2001

# PROPOSED CHANGES TO THE REGULATIONS FOR THE API AND RELATED AWARD PROGRAMS

In January 2001, the State Board of Education (SBE) adopted regulations for awards programs linked to the Academic Performance Index (API). The regulations were again modified in July 2001. Further revisions to the July regulations are expected to be adopted by the SBE in November 2001. The November revisions will be necessary, in part, to align the API awards regulations with the anticipated enactment of proposed legislation, Senate Bill 347 and/or Senate Bill 735.

The following section summarizes the significant proposed changes that have been made to the regulations adopted in January 2001 that will be presented to the SBE for November 2001 adoption.

TOPIC	ADDITIONS OR REVISIONS
<p><b>Adult Testing Irregularities</b></p>	<p>Section 1032(d)(1) has been further clarified to make a school's API invalid if the local educational agency reports that adult testing irregularities affected <u>5% or more of the pupils tested</u>.</p> <p>Section 1032(f) was added to address the circumstance in which the number of students affected by adult testing irregularities at a school is less than 5% of pupils tested. In this case, the school will receive a valid API, however is not eligible for any of the award programs for the current year.</p> <p>Section 1032(k) was added to allow schools that have received a waiver from the State Board of Education to exclude the school from the API for 2000 but allow it to participate in 2001, due to the limited nature of adult testing irregularities, to be eligible for the Governor's Performance Awards based on the 2001 growth API.</p> <ul style="list-style-type: none"> <li>▪ The school will be eligible if it meets twice the school's 1999 growth target or 10 points, whichever is larger, and meets comparable improvement for all numerically significant subgroups.</li> <li>▪ Comparable improvement is twice the 1999 subgroup target for each subgroup. In no case will comparable improvement be less than 8 points.</li> <li>▪ Additional unique circumstances are discussed.</li> <li>▪ While being eligible for the Governor's Performance Awards, such a school would not be eligible for awards under the Certificated Staff Performance Incentive Act.</li> </ul>

TOPIC	ADDITIONS OR REVISIONS
<p><b>Certificated Staff Performance Incentive Act (AB1114)</b></p>	<p>Section 1034(a)(1) has been revised to reflect a new eligibility requirement for the Certificated Staff Performance Incentive Act award. The requirement is that the school must meet or exceed twice the school's 2000 growth target.</p> <p>Section 1034(a)(2) has been revised to reflect a new eligibility requirement for comparable improvement for the Certificated Staff Performance Incentive Act award.</p> <ul style="list-style-type: none"> <li>▪ Comparable improvement is twice the 2000 subgroup target for each subgroup. In no case will comparable improvement be less than 8 points.</li> <li>▪ Additional unique circumstances are discussed.</li> </ul> <p>Section 1034(a)(3) has revised the criteria for prior year growth by requiring that a school must have been eligible for API awards in the year preceding the current API growth year.</p> <p>Section 1034(b)((2) has been further clarified by adding that eligible certificated employees must work with pupils in grades K-12 and that, per AB1114, county office of education and state employees are not eligible to participate.</p> <p>Sections 1035(d) and (g) have revised the tie breaker for schools that have identical scores in the rank order list for Certificated Staff Performance Incentive award eligibility. In the case of identical scores, the school with the greatest improvement over its API growth target in the prior year will receive the award.</p>
<p><b>Deadlines</b></p>	<p>Section 1032(j) requires the local educational agency to notify the department and the test publisher that there are errors in the STAR testing or demographic data within 30 calendar days of the initial date of publication of this information on the department's website. This section further requires the test publisher to specify a deadline for submitting corrections that is no less than 45 calendar days after the date the information is published on the website.</p> <p>Section 1034(c) requires that the deadline date for submitting the Certificated Staff Performance Incentive Act application to the department will be the close of business on the 45<sup>th</sup> calendar day after the department posts on its website the list of schools eligible for this award.</p> <p>A new section 1036 requires that the deadline date for submitting a waiver of any of the regulations for the API and related award programs will be no later than the close of business on the 60<sup>th</sup> calendar day after the department posts on its website the list of schools eligible for the Governor's Performance Award.</p>



TOPIC	ADDITIONS OR REVISIONS
<p><b>Governor's Performance Award (GPA)</b></p>	<p>Section 1032(g) is revised to reflect a new eligibility requirement for the Governor's Performance Award. This requirement is an API score increase of at least 5% of the difference between the school's prior year score and 800 or an API score or five points, whichever is greater</p> <p>Section 1032(h) is revised to reflect a new eligibility requirement for comparable improvement for the Governor's Performance Award. This requirement is an API score increase of at least 80% of the school's API growth target. In no case will comparable improvement be less than four points. Additional unique circumstances are discussed.</p> <p>Section 1033 reflects the proposed changes in legislation, which have eliminated K, 1 and 12<sup>th</sup> grade students in the calculation of the Governor's Performance Award. In addition, this section clarifies which pupils are eligible to be counted for the per pupil award amount.</p>
<p><b>Parental Waivers</b></p>	<p>Section 1032(d)(4) has been revised to provide for an evaluation of whether the pupils tested at the school represent the school's pupils by grade level in instances when the school's proportion of parental waivers compared to its Standardized Testing and Reporting (STAR) enrollment is between 10 and 20 percent.</p> <ul style="list-style-type: none"> <li>▪ When a school's proportion of parental waivers is between 10 and 20 percent, the Department of Education (CDE) will conduct standard statistical tests to check whether the pupils tested at the school represent the school's pupils by grade level.</li> <li>▪ If the school's tested population represents the school population as a whole, the school's API will be considered valid.</li> </ul> <p>Section 1032(k) was added to allow schools that had their 2000 APIs invalidated because of excessive parental waivers to be eligible for the Governor's Performance Awards based on the 2001 growth API.</p> <ul style="list-style-type: none"> <li>▪ The school will be eligible if it meets twice the school's 1999 growth target or 10 points, whichever is larger, and meets comparable improvement for all numerically significant subgroups.</li> <li>▪ Comparable improvement is twice the 1999 subgroup target for each subgroup. In no case will comparable improvement be less than 8 points.</li> <li>▪ Additional unique circumstances are discussed.</li> <li>▪ While being eligible for the Governor's Performance Awards, such a school would not be eligible for awards under the Certificated Staff Performance Incentive Act.</li> </ul>



TOPIC	ADDITIONS OR REVISIONS
<p><b>Schoosite Employee Performance Bonus (SB 1667)</b></p>	<p>The Schoosite Employee Performance Bonus award program was eliminated for 2000-2001. Many changes were made to the regulations to reflect the elimination of this program.</p>
<p><b>Test Takers</b></p>	<p>Section 1032(d)(5) has been revised to clarify the circumstances under which a school's API would be invalid, based on the school's proportion of test-takers in any content area tested.</p> <p>Section 1032(i)(1) changes the existing definition of a "test-taker" from the test publisher's total count of the number of used test forms to those pupils in grades 2-11 determined by the test publisher to have attempted to take any content area tested.</p>

# SCHOOLWIDE AND SUBGROUP GROWTH TARGETS

## To meet the Schoolwide Growth Target...

If the school's API (Base) is between 200 and 780 (Column A), the school's growth target is 5% of the distance between a school's API (Base) and the interim statewide performance target of 800. If the school's API (Base) is between 781 and 799 (Column B), the school's growth target is 1 point gain. If the school's API (Base) is 800 or more (Column C), the school must maintain an API of at least 800 in order to meet its schoolwide growth target.

Schoolwide Growth Target:	Schoolwide API (Base)		
	200 to 780	781 to 799	800 or more
	A	B	C
	5% distance from the school API to 800	1 point gain	Maintain 800 or more

## To meet the Subgroup Growth Targets...

The growth targets for subgroups will depend on the schoolwide API (Base). If the school's API (Base) is between 200 and 780 (Column A) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 80% of the schoolwide target. If the school's API (Base) is 781 or more (Columns B and C) **and** the subgroup API (Base) is between 200 to 799 (Row 1), the growth target for the subgroup is 1 point gain. Regardless of the school's API (Base), if the subgroup API (Base) is 800 or more (Row 2), the subgroup must maintain an API of at least 800 in order to meet its growth target.

Subgroup Growth Target:	Subgroup API (Base)	Schoolwide API (Base)		
		200 to 780	781 to 799	800 or more
		A	B	C
	200 to 799	1	80% of schoolwide target <sup>1</sup>	1 point gain
	800 or more	2	Maintain 800 or more	

## For Awards Eligibility...

To be eligible for awards, a school must meet or exceed its schoolwide growth target and meet or exceed each subgroup growth target. A school with an API (Base) of 800 or more must make at least 1 point gain in its API.

**Senate Bill 347 and Senate Bill 735 propose to require that, to be eligible for the GPA funds, schools must meet or exceed their API growth targets or increase by five points, whichever is greater, and must meet or exceed their API subgroup growth targets or increase by four points, whichever is greater.**

**Note:** The minimum growth target is one point. "Subgroup" refers to each numerically significant ethnic and socioeconomically disadvantaged subgroup at the school.

<sup>1</sup> The subgroup growth target is 80% of the schoolwide growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance to 800.

# ACADEMIC PERFORMANCE INDEX (API)

## CRITERIA FOR AWARDS ELIGIBILITY

### 2001-2002 School Year

(Based on the 2001 Growth API)

School Growth Target <sup>1</sup>		Awards Eligibility Criteria	
School API (Base)	< 800	<ul style="list-style-type: none"> <li>5% distance from school API to 800</li> <li>Minimum of 1 point gain</li> </ul>	<ul style="list-style-type: none"> <li>80% of school target<sup>2</sup></li> <li>Minimum of 1 point gain</li> </ul>
	= or > 800	<ul style="list-style-type: none"> <li>Maintain 800 or more<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>80% of school target<sup>2</sup></li> <li>Minimum of 1 point gain</li> </ul>
Subgroup API (Base)	< 800	<ul style="list-style-type: none"> <li>5% distance from school API to 800</li> <li>Minimum of 5 points gain</li> </ul>	<ul style="list-style-type: none"> <li>80% of school target<sup>2</sup></li> <li>Minimum of 1 point gain</li> </ul>
	= or > 800	<ul style="list-style-type: none"> <li>Maintain 800 or more<sup>3</sup></li> </ul>	<ul style="list-style-type: none"> <li>80% of school target<sup>2</sup></li> <li>Minimum of 1 point gain</li> </ul>

#### Notes:

The school and subgroup "Awards Eligibility Criteria" columns reflect awards eligibility if SB 347 or SB 735 is enacted, both of which require at least five points schoolwide growth and at least four points growth for each subgroup.

"Subgroup" refers to a "numerically significant ethnic or socioeconomically disadvantaged subgroup."

<sup>1</sup> Growth targets are rounded to the nearest whole number; no growth target is less than one point.

<sup>2</sup> Subgroup growth target is 80% of the school growth target unless the subgroup growth target would exceed the distance from the subgroup API to 800. In these cases, the subgroup growth target equals the distance to 800.

<sup>3</sup> Regardless of the schoolwide API, subgroups already at or above 800 will have to continue to meet the statewide interim performance target of 800.

# CALCULATING THE ACADEMIC PERFORMANCE INDEX

## Calculating 2000 to 2001 Schoolwide Growth in the API

A school's growth in the API is the amount of actual gain or loss a school makes in its API score in a year. The 2000–2001 growth for a school is determined by subtracting its 2000 API (Base) from its 2001 API (Growth). If a school does not have a 2000 API Base, it will not receive a growth score (unless allowed to participate by using the 1999 API Base and doubling the growth targets).

- **Step 1:** To calculate the schoolwide growth for a school, subtract the 2000 API (Base) from the 2001 API (Growth). In this example, the school's growth is 573 minus 555 = 18.
- **Step 2:** To obtain the growth target for a school below an API of 800, subtract the 2000 API (Base) from 800 and multiply the result by 5%. In this example, 800 minus 555 is 245, and 245 times 5% = 12.
- **Step 3:** If the school's growth is equal to or greater than its schoolwide growth target, it has met or exceeded its growth target. In this example, the school met its growth target because its growth exceeded its target by 6 points.

School Scores				
A	B	C	D	E
School's 2001 API (Growth)	School's 2000 API (Base)	2000-2001 Growth (A - B)	Growth Target: 5% of Distance to Statewide Target ((800-B) x 5%)	Met Growth Target?
573	555	18	12	Yes

**Note:** For any school with a 2000 API below 800, the minimum growth target is at least 1 point. Any school with a 2000 API of 800 or more must maintain an API of at least 800 in order to meet its growth target or must make growth of at least 1 point to be eligible for awards. **Senate Bill 347 and Senate Bill 735 propose that, to be eligible for the GPA funds, schools must meet or exceed their API growth targets or increase by 5 points, whichever is greater, and must meet or exceed their API subgroup growth targets or increase by 4 points, whichever is greater.**

## Determining Comparable Improvement for 2000-2001

### Subgroup Growth and Growth Targets for Comparable Improvement

The API shall be used to demonstrate comparable improvement in academic achievement by all numerically significant ethnic and socioeconomically disadvantaged subgroups within schools. "Numerically significant" means (1) at least 30 pupils and at least 15% of a school's tested enrollment or (2) at least 100 pupils (even if less than 15%). A "socioeconomically disadvantaged" pupil is a pupil neither of whose parent has received a high school diploma or one who participates in the free or reduced price lunch program. In most cases, the subgroup growth target will be calculated for each subgroup as 80% of the schoolwide growth target.

- **Step 1:** Determine which subgroups in the school were numerically significant for both the 2000 and 2001 Stanford 9 tests. In this example, the African American, Hispanic, and White ethnic groups and the socioeconomically disadvantaged pupil population were numerically significant subgroups within the school for both 2000 and 2001.

School Populations	Valid 2000 Stanford 9 Pupil Test Scores	Percent of total	Valid 2001 Stanford 9 Pupil Test Scores	Percent of Total	Is the subgroup numerically significant in both 2000 and 2001?
Schoolwide	310	100%	326	100%	n/a
Subgroups					
• American Indian or Alaska Native	0	0%	0	0%	no
• Asian/Asian American	16	5%	19	6%	no
• Black/African American	47	15%	53	16%	yes
• Filipino/Filipino American	3	1%	10	3%	no
• Hispanic/Latino	126	41%	179	55%	yes
• Pacific Islander	0	0%	0	0%	no
• White not Hispanic	60	19%	62	19%	yes
• Socioeconomically disadvantaged	190	61%	245	75%	yes

**Note:** A school's subgroup must be numerically significant in both 2000 and 2001 for the subgroup growth to be calculated.

- **Step 2:** Determine the 2001 API Growth for each subgroup that had a 2000 subgroup API. The subgroup APIs are calculated in the same way as the schoolwide APIs. In this example, the 2001 subgroup API Growth for African American is 540, for Hispanic is 530, for White is 603, and for Socioeconomically disadvantaged is 547.
- **Step 3:** To calculate the growth for a subgroup, subtract the 2000 Subgroup API (Base) from the 2001 Subgroup API (Growth). In this example, the African American subgroup's growth was 540 minus 520 = 20.
- **Step 4:** The growth target for each numerically significant subgroup is 80% of the schoolwide target. Multiply 80% by the schoolwide target. In this example, the schoolwide target is 12; therefore,  $80\% \times 12 = 10$ .
- **Step 5:** If the subgroup's growth is equal to or greater than its growth target, it has met or exceeded its growth target. In this example, the African American sub-group's growth of 20 is greater than its target of 10 and, therefore, has exceeded its target by 10 points.

	School and Subgroup Scores						
	A	B	C	D	E	F	G
	2001 API (Growth)	2000 API (Base)	2000-2001 Growth	Schoolwide Target: 5% Distance to Statewide Target  $((800 - B) \times 5\%)$	Subgroup Growth Target: 80% of Schoolwide Target  $(D \times 80\%)$	Met Subgroup Growth Target?	Met Comparable Improvement Target?
Schoolwide	573	555	18	12			
Numerically Significant Subgroups							
• Black/African American	540	520	20		10	yes	y e s
• Hispanic/Latino	539	523	16		10	yes	
• White not Hispanic	603	586	17		10	yes	
• Socioeconomically disadvantaged	547	528	19		10	yes	

**Note:** All numerically significant subgroups must meet their respective subgroup targets in order for the school to meet its Comparable Improvement target. A subgroup in a school with a 2000 API between 781 and 799 has a growth target of 1 point. Regardless of the schoolwide API, a subgroup with a 2000 API of 800 or more must maintain an API of at least 800 in order to meet its subgroup growth target. In a school with a 2000 API of 800 or more, any numerically significant subgroup with a 2000 API of less than 800 must improve by at least 1 point in order to meet its subgroup growth target. If 80% of the schoolwide target results in a subgroup target that is greater than the distance from the subgroup API to 800, the subgroup target equals the distance to 800. **Senate Bill 347 and Senate Bill 735 propose that, to be eligible for the GPA funds, schools must meet or exceed their API growth targets or increase by 5 points, whichever is greater, and must meet or exceed their API subgroup growth targets or increase by 4 points, whichever is greater.**

# DETERMINING A VALID API, PARTICIPATION RATE, AND AWARD AMOUNT FOR THE GPA

The California Code of Regulations, Title 5, summaries provided in this section reflect key proposed regulations related to Academic Performance Index (API) award programs. These proposed regulations are expected to be adopted by the State Board in November 2001.

## What Constitutes a Valid API

<b>Summary of Proposed Selected Sections</b> <b>Title 5, California Code of Regulations</b> <b>Division 1, Chapter 2, Subchapter 4, Article 1.7</b> <b>Award Programs Linked to API</b>		<b>Number of</b> <b>Years a School</b> <b>is Ineligible for</b> <b>Awards (Section</b> <b>1032 (e))</b>
<b>Section 1032 (d)</b>	In 2001 and subsequent years, a school's API shall be considered invalid under any of the following circumstances:	
	(1) The local educational agency notifies the California Department of Education (department) that there were adult testing irregularities at the school affecting 5% or more of pupils tested.	2
	(2) The local educational agency notifies the department that the API is not representative of the pupil population at the school.	2
	(3) The local educational agency notifies the department that the school has experienced a significant demographic change in pupil population between the base year and growth year, and that the API between years is not comparable.	1
	(4) The school's proportion of parental waivers compared to its Standardized Testing and Reporting Program (STAR) enrollment, pursuant to Education Code section 60640 et seq., is equal to or greater than 15 percent for the 2000 STAR. For the 2001 STAR and each subsequent STAR, the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent, except when the school's proportion of parental waivers compared to its STAR enrollment is equal to or greater than 10 percent but less than 20 percent. In this case, the department will conduct standard statistical tests to check the representativeness of the school's tested population and review the representatives of the tested population by grade level. If the school passes the check of representativeness, the school's API shall be considered valid. If the school does not pass the check of representativeness, the school's API shall be considered invalid. There shall be no rounding in determining this minimum parental waiver proportion (i.e., 9.99 percent is not 10 percent).	2
	(5) In any content area tested pursuant to Education Code sections 60642 and 60642.5 and included in the API, the school's proportion of the number of test takers in that content area compared with the total numbers of test takers is less than 85 percent. There shall be no rounding in determining the proportion of test-takers in each content area (i.e., 84.99 percent is not 85 percent).	2
	(6) If, at any time, information is made available to or obtained by the department that would lead a reasonable person to conclude that one or more of the preceding circumstances occurred. If after reviewing the information, the department determines that further investigation is warranted, the department may conduct an investigation to determine if the integrity of the API has not been jeopardized. The department may invalidate or withhold the school's API until such time that the department has satisfied itself that the integrity of the API has not been jeopardized.	—

# Calculating the Minimum Participation Rate for Awards Eligibility and Determining the Award Amount for the GPA

## Summary of Proposed Selected Sections

### Title 5, California Code of Regulations Division 1, Chapter 2, Subchapter 4, Article 1.7 Award Programs Linked to the API

<p><b>§ 1032 (i)</b></p>	<p>For elementary and middle schools, the minimum participation rate for awards programs shall be 95 percent; for high schools, it shall be 90 percent for the 2000 API growth, with the intention of increasing this rate to 95 percent in the future.</p> <p>(3) The participation rate shall be calculated as follows:</p> <p>(A) Divide the total number of test-takers in grades 2-11 at the school site by</p> <p>(B) The total enrollment in grades 2-11 minus the number of pupils exempted from taking the test either by</p> <ul style="list-style-type: none"> <li>• their Individualized Education Program (IEP) pursuant to <i>Education Code</i> Section 60640(e) or</li> <li>• parent waivers pursuant to <i>Education Code</i> Section 60615.</li> </ul> <p>(4) For purposes of subdivision (3)(B) above, enrollment shall be determined by the enrollment information collected by the California Department of Education as part of the Standardized Testing and Reporting Program (STAR), pursuant to <i>Education Code</i> Sections 60640 et seq.</p> <p>(5) In the case of pupil testing irregularities, the scores of affected pupils shall be eliminated from the calculations of the school's growth API, although the pupils are counted as tested and shall contribute to the school's participation rate.</p> <p>(6) There shall be no rounding in determining this minimum participation rate (i.e., 94.9 percent does not equal 95 percent).</p>
<p><b>§ 1033 (a)</b></p>	<p>(a) Schools that meet the eligibility requirements in 2000-2001 for the Governor's Performance Award Program (GPA) shall receive a per pupil award for each of their eligible pupils. Eligible pupils are those who received a score on any subject matter area test (Total Reading, Total Math, Language, Spelling, Science, or Social Science) of the nationally normed test pursuant to <i>Education Code</i> section 60642 and a score on any standards-based achievement test pursuant to <i>Education Code</i> section 60642.5. A score on the nationally normed test pursuant to <i>Education Code</i> section 60642 can be a percentile, the number correct, a scale score, or a normal curve equivalent. A score on the standards-based achievement test pursuant to <i>Education Code</i> section 60642.5 is defined as the performance level.</p> <p>(b) The amount allocated for this award shall be determined on a prorated basis from the total amount of funding available in the annual State Budget.</p>



## Participation Rate and Calculation of GPA

The following chart provides three examples of the minimum participation rate calculation for awards eligibility.

Example #1	Example #2	Example #3
------------	------------	------------

### Step 1: Check for 95% or 90% Participation Rate

Must be at or above 0.950000 (elementary or middle schools) or at or above 0.900000 (high schools) to be eligible

<b>A</b>	Total enrollment first day of testing (grades 2-11)	300	300	300
<b>B</b>	Total students tested on STAR (grades 2-11)	280	270	258
<b>C</b>	Total IEP exemptions	5	5	5
<b>D</b>	Total parent waivers	7	6	6
<b>E</b>	Percent participation* <b>B divided by (A less C less D)</b>	0.972222	0.934256	0.892734

### Example #1:

$$280/(300 - 5 - 7) = 280/288 = .972222$$

Elementary,  
Middle Schools, and  
High Schools  
Are Eligible

Elementary and  
Middle Schools  
Not Eligible

All Schools  
Not Eligible

The following information can be used in the calculation of the actual award amount for the GPA.

### Step 1: Determine the number of Eligible Pupils

<b>Eligible Pupils</b> Those pupils who received a score on any subject matter area test (Total Reading, Total Math, Language, Spelling, Science, or Social Science) of Stanford 9 and a score on any standards-based achievement test of the California Standards Test.	
A score on Stanford 9 can be <ul style="list-style-type: none"> <li>a percentile</li> <li>or the number correct</li> <li>or a scale score</li> <li>or a normal curve equivalent</li> </ul>	A score on the California Standards Test is <ul style="list-style-type: none"> <li>the performance level</li> </ul>
<b>Ineligible Pupils</b> <ul style="list-style-type: none"> <li>Pupils exempted from testing by             <ul style="list-style-type: none"> <li>their individualized Education Program (IEP) pursuant to <i>Education Code</i> Section 60640(e)</li> <li>parent waivers pursuant to <i>Education Code</i> Section 60615</li> </ul> </li> <li>Pupils that received a test but received no subtest scores on the Stanford 9 <b>or</b> no score on the California Standards Test</li> </ul>	

### Step 2: Determine Total Amount of Cash Award

Multiply the number of eligible pupils times a dollar amount up to \$150. The exact dollar amount will be available when the total number of eligible students in the state has been determined.

# INTERNET POSTING OF 2000 TO 2001 API GROWTH RESULTS

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The 2000–2001 API growth results will be posted on the California Department of Education's API website on October 15, 2001 at <http://api.cde.ca.gov>. The Internet posting of 2000–2001 API Growth results:

- Provides *2000–2001 API Growth Explanatory Notes* designed to assist educators and other interested parties in interpreting the 2000–2001 API Growth Reports. The *Notes* provide details with respect to 2000–2001 API Growth calculations, growth target calculations, and growth calculations beyond the explanations and footnotes that appear on the List of Schools and School Reports.
- Provides a List of Schools for each county and district. The list for a county or district includes summary statistics for each elementary, middle, and high school receiving growth results:
  - STAR 2001 percent tested
  - 2001 API (Growth)
  - 2000 API (Base)
  - 2000–2001 Growth Target
  - 2000–2001 Growth
  - Whether the school met its growth targets
  - Whether the school is eligible for the Governor's Performance Award
- Provides School Reports for each school receiving growth results. The reports include the following information for each school:
  - Schoolwide summary statistics (same information as provided in the List of Schools)
  - Summary statistics for numerically significant ethnic and socioeconomically disadvantaged subgroups in the school
  - Schoolwide demographic characteristics
- Provides a statewide data file that contains the above information for each school receiving growth results. Instructions for downloading the file can be accessed through the API website under the heading "Data Files" for the 2000–2001 API Growth.

# Sample School Reports for 2000 to 2001 Growth

## • List of Schools — District Level

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California Department of Education  
Policy and Evaluation Division

### 2000-2001 Academic Performance Index (API) Growth Report

#### List of Schools - District Level

October 15, 2001

District: Polaris Unified  
County: Orion  
CD Code: 98-98765

[2000-2001 API Growth Report Explanatory Notes](#) contain more details about the displayed information.  
Click on the school name for a School Report, or an explanation if no data are printed here

*Click on column heading to view notes.*

School Type for 2000 API (Base)	STAR 2001 Percent Tested	2001 API (Growth)	2000 API (Base)	2000- 2001 Growth Target	2000- 2001 Growth	Met Growth Target			
						School- wide	Comparable Improve- ment (CI)	Both Schoolwide and CI	Awards Eligible
<b>Elementary Schools</b>									
<a href="#">Big Dipper Elementary</a>	95	780	777	1	3	Yes	Yes	Yes	No
<a href="#">Jupiter Elementary</a>	98	875	873	A	2	Yes	Yes	Yes	No
<a href="#">Sunrise Elementary</a>	100	699	700 B	10	-1	No	No	No	No
<b>Middle Schools</b>									
<a href="#">Mercury Middle</a>	98	593	572	11	21	Yes	Yes	Yes	Yes
<a href="#">Milky Way Middle</a>	NR	655	645	8	10	Yes	Yes	Yes	N/A
<b>High Schools</b>									
<a href="#">North Star High</a>	94	586	578	11	8	No	No	No	No
<b>Small Schools</b>									
<a href="#">Little Dipper Elementary</a>	100	748*	722*	4	26	Yes	Yes	Yes	N/A

"N/A" means a number is not applicable or not available due to missing data.  
"NR" means required enrollment data not reported.  
"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.  
"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2000.  
"B" means a 2000 API was not valid for this school. The API listed is the 1999 API (Base). Therefore, growth is measured over two years, 1999 to 2001. A two-year target (1999-2001), double the 1999-2000 growth target, is reported under the heading "2000-2001 Growth Target," and two-year growth (1999-2001) is reported under the heading "2000-2001 Growth."

**Awards Note:** The "Awards Eligible" column reflects awards eligibility if SB 347 or SB 735 enacted, both of which require at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.  
If a school was small in either 2000 or 2001 (API is asterisked) awards eligibility is unclear at this time pending legislation. This report will be updated no later than December 2001 with awards information.

**Missing schools** - some schools in the district may not appear on this list because APIs were not generated for them. Very small schools serving traditional student populations (fewer than 11 pupils with valid Stanford 9 test scores), special education schools and centers, and alternative schools serving a majority of high-risk students including continuation schools, opportunity schools, community day schools, and county court and community schools are not in this system. These schools will participate in the alternative accountability system. In addition, schools that had no Stanford 9 test results in 2001 will not receive a 2000-2001 API Growth Report or 2001 API Base Report.

For more details about the displayed information, see the [2000-2001 API Growth Report Explanatory Notes](#).

Data file: [Click here](#) to download a data file containing the information displayed above.

This example shows the List of Schools for a district. A List of Schools for each county is also available in a similar format.

# Sample Summary School Reports for 2000 to 2001 Growth

## • School Report—Elementary School Example

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California Department of Education  
Policy and Evaluation Division

### 2000-2001 Academic Performance Index (API) Growth Report School Report

October 15, 2001

School: Big Dipper Elementary  
District: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876543

[Click here to see the District List of Schools](#)

School Type: Elementary

STAR 2001 Percent Tested	Number of Students Included 2001 API (Growth)	2001 API (Growth)	2000 API (Base)	2000- 2001 Growth Target	2000- 2001 Growth	Met Growth Target		Awards Eligible	
						School- wide	Improve- ment (CI)	Both Schoolwide and CI	
95	422	780	777	1	3	Yes	Yes	Yes	No

*Click on the column headings link to view notes.*

"N/A" means a number is not applicable or not available due to missing data.

"NR" means required enrollment data not reported.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2000.

"B" means a 2000 API was not valid for this school. The API listed is the 1999 API (Base). Therefore, growth is measured over two years, 1999 to 2001. A two-year target (1999-2001), double the 1999-2000 growth target, is reported under the heading "2000-2001 Growth Target," and two-year growth (1999-2001) is reported under the heading "2000-2001 Growth."

[2000-2001 API Growth Report Explanatory Notes](#) contain more details about the displayed information.

**Awards Note:** The "Awards Eligible" column reflects awards eligibility if SB 347 or SB 735 enacted, both of which require at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

If a school was small in either 2000 or 2001 (API is asterisked) awards eligibility is unclear at this time pending legislation. This report will be updated no later than December 2001 with awards information.

# Sample Summary School Reports for 2000 to 2001 Growth

## • School Report—Elementary School Example (continued)

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### Subgroups

*Click on "Subgroups" above to view notes.*

	Number of Pupils Included in 2001 API	Numerically Significant in Both Years	2001 Subgroup API for Growth	2000 Subgroup API (Base)	2000-2001 Subgroup Growth Target	2000-2001 Subgroup Growth	Met Subgroup Growth Target
<b>Ethnic/Racial</b>							
American Indian or Alaska Native	11	No					
Asian/Asian American	144	Yes	864	866	A	-2	Yes
Black/African American	108	Yes	694	693	1	1	Yes
Filipino/Filipino American	13	No					
Hispanic/Latino	185	Yes	637	635	1	2	Yes
Pacific Islander	9	No					
White (not of Hispanic origin)	369	Yes	842	842	A	0	Yes
<b>Socioeconomically Disadvantaged</b>	8	No					

"A" means the subgroup scored at or above the interim Statewide Performance Target of 800 in 2000.

---

### School Demographic Characteristics

These data are from the October 2000 CBEDS data collection, the 2001 Stanford 9 student answer document, and the 2001 STAR Apportionment Information Report.

<b>Ethnic/Racial (Stanford 9)</b>	Percent	<b>Parent Education Level (Stanford 9)</b>	Percent
American Indian or Alaska Native	1	Percent with a Response*	70
Asian/Asian American	18	Of those with a Response:	
Black/African American	13	Not a high school graduate	13
Filipino/Filipino American	2	High school graduate	19
Hispanic/Latino	23	Some college	24
Pacific Islander	1	College graduate	29
White (not of Hispanic origin)	42	Graduate school	16
		* This number is the percent of student answer documents with stated parent education level information.	
<b>Participants in Free or Reduced Price Lunch (Stanford 9)</b>	33		
<b>English Learners (Stanford 9)</b>	10	<b>Average Parent Education Level (Stanford 9)</b>	Average 3.16
<b>Multi-track year-round school (CBEDS)</b>	No	The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."	
<b>School Mobility (Stanford 9)</b>	0		
This is the percent of students who first attended this school in the current year.		<b>Fully credentialed teachers (CBEDS)</b>	Percent 97
		<b>Teachers w/emergency credentials (CBEDS)</b>	8
<b>Average Class Size (CBEDS)</b>			Number
Grades	Average	<b>Enrollment in grades 2-11 on the first day of testing (STAR Apportionment)</b>	511
K-3	19		
4-6	34	<b>Number of students excused from STAR testing</b>	
Core academic courses	N/A	Students required to have alternative assessments	26
in departmentalized programs		Students exempted per parent written request	0
		<b>Number of students tested (Stanford 9)</b>	485

# Sample Summary School Reports for 2000 to 2001 Growth

## • School Report—High School Example

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California Department of Education  
Policy and Evaluation Division

### 2000-2001 Academic Performance Index (API) Growth Report School Report

October 15, 2001

School: North Star High  
District: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876544

[Click here to see the District List of Schools](#)

School Type: High

STAR 2001 Percent Tested	Number of Students Included in the 2001 API (Growth)	2001 API (Growth)	2000 API (Base)	2000- 2001 Growth Target	2000- 2001 Growth	Met Growth Target		Awards Eligible
						School- wide	Improve- ment (CI)	
94	1,615	586	578	11	8	No	No	No

*Click on the column headings link to view notes.*

"N/A" means a number is not applicable or not available due to missing data.

"NR" means required enrollment data not reported.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2000.

"B" means a 2000 API was not valid for this school. The API listed is the 1999 API (Base). Therefore, growth is measured over two years, 1999 to 2001. A two-year target (1999-2001), double the 1999-2000 growth target, is reported under the heading "2000-2001 Growth Target," and two-year growth (1999-2001) is reported under the heading "2000-2001 Growth."

[2000-2001 API Growth Report Explanatory Notes](#) contain more details about the displayed information.

**Awards Note:** The "Awards Eligible" column reflects awards eligibility if SB 347 or SB 735 enacted, both of which require at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

If a school was small in either 2000 or 2001 (API is asterisked) awards eligibility is unclear at this time pending legislation. This report will be updated no later than December 2001 with awards information.

# Sample Summary School Reports for 2000 to 2001 Growth

## • School Report—High School Example (continued)

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### Subgroups

*Click on "Subgroups" above to view notes.*

	Number of Pupils Included in <u>2001 API</u>	Numerically Significant in Both <u>Years</u>	2001 Subgroup API <u>for Growth</u>	2000 Subgroup API <u>(Base)</u>	2000-2001 Subgroup <u>Growth</u> <u>Target</u>	2000-2001 Subgroup <u>Growth</u>	Met Subgroup <u>Growth</u> <u>Target</u>
<b>Ethnic/Racial</b>							
American Indian or Alaska Native	66	No					
Asian/Asian American	70	No					
Black/African American	265	Yes	516	517	9	-1	No
Filipino/Filipino American	97	No					
Hispanic/Latino	495	Yes	504	500	9	4	No
Pacific Islander	11	No					
White (not of Hispanic origin)	494	Yes	652	646	9	6	No
<b>Socioeconomically Disadvantaged</b>	705	Yes	529	519	9	10	Yes

---

### School Demographic Characteristics

These data are from the October 2000 CBEDS data collection, the 2001 Stanford 9 student answer document, and the 2001 STAR Apportionment Information Report.

<b>Ethnic/Racial (Stanford 9)</b>	Percent	<b>Parent Education Level (Stanford 9)</b>	Percent
American Indian or Alaska Native	3	Percent with a Response*	91
Asian/Asian American	4	Of those with a Response:	
Black/African American	16	Not a high school graduate	13
Filipino/Filipino American	8	High school graduate	26
Hispanic/Latino	32	Some college	33
Pacific Islander	1	College graduate	23
White (not of Hispanic origin)	32	Graduate school	5
		* This number is the percent of student answer documents with stated parent education level information.	
<b>Participants in Free or Reduced Price Lunch (Stanford 9)</b>	39	<b>Average Parent Education Level (Stanford 9)</b>	Average
<b>English Learners (Stanford 9)</b>	10		2.80
<b>Multi-track year-round school (CBEDS)</b>	No	The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."	
<b>School Mobility (Stanford 9)</b>	14	<b>Fully credentialed teachers (CBEDS)</b>	Percent
<i>This is the percent of students who first attended this school in the current year.</i>		<b>Teachers w/emergency credentials (CBEDS)</b>	95
<b>Average Class Size (CBEDS)</b>			9
Grades	Average	<b>Enrollment in grades 2-11 on the first day of testing (STAR Apportionment)</b>	Number
K-3	N/A		1,719
4-6	N/A	<b>Number of students excused from STAR testing</b>	
Core academic courses in departmentalized programs	32	Students required to have alternative assessments due to IEP exemptions	10
		Students exempted per parent written request	0
		<b>Number of students tested (Stanford 9)</b>	1,615

# Sample Summary School Reports for 2000 to 2001 Growth

## • School Report—Small School Example

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California Department of Education  
Policy and Evaluation Division

### 2000-2001 Academic Performance Index (API) Growth Report School Report

October 15, 2001

School: Little Dipper Elementary  
District: Polaris Unified  
County: Orion  
CDS Code: 98-98765-9876545

[Click here to see the District List of Schools](#)

School Type: Small

STAR 2001 Percent Tested	Number of Students Included in the 2001 API (Growth)	2001 API (Growth)	2000 API (Base)	2000- 2001 Growth Target	2000- 2001 Growth	Met Growth Target			Awards Eligible
						School- wide	Improve- ment (CI)	Both Schoolwide and CI	
100	59	748*	722*	4	26	Yes	Yes	Yes	N/A

[Click on the column headings link to view notes.](#)

"N/A" means a number is not applicable or not available due to missing data.

"NR" means required enrollment data not reported.

"\*" means this API is calculated for a small school, defined as having between 11 and 99 valid Stanford 9 test scores. APIs based on small numbers of students are less reliable and therefore should be interpreted with caution.

"A" means the school scored at or above the interim Statewide Performance Target of 800 in 2000.

"B" means a 2000 API was not valid for this school. The API listed is the 1999 API (Base). Therefore, growth is measured over two years, 1999 to 2001. A two-year target (1999-2001), double the 1999-2000 growth target, is reported under the heading "2000-2001 Growth Target," and two-year growth (1999-2001) is reported under the heading "2000-2001 Growth."

[2000-2001 API Growth Report Explanatory Notes](#) contain more details about the displayed information.

**Awards Note:** The "Awards Eligible" column reflects awards eligibility if SB 347 or SB 735 enacted, both of which require at least five points schoolwide growth and at least four points growth for each numerically significant subgroup.

If a school was small in either 2000 or 2001 (API is asterisked) awards eligibility is unclear at this time pending legislation. This report will be updated no later than December 2001 with awards information.



# Sample Summary School Reports for 2000 to 2001 Growth

## • School Report—Small School Example (continued)

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### Subgroups

Click on "Subgroups" above to view notes.

	Number of Pupils Included in 2001 API	Numerically Significant in Both Years	2001 Subgroup API for Growth	2000 Subgroup API (Base)	2000-2001 Subgroup Growth Target	2000-2001 Subgroup Growth	Met Subgroup Growth Target
<b>Ethnic/Racial</b>							
American Indian or Alaska Native	0	No					
Asian/Asian American	0	No					
Black/African American	3	No					
Filipino/Filipino American	1	No					
Hispanic/Latino	3	No					
Pacific Islander	0	No					
White (not of Hispanic origin)	36	Yes	777	737	3	40	Yes
<b>Socioeconomically Disadvantaged</b>	14	No					

"A" means the subgroup scored at or above the interim Statewide Performance Target of 800 in 2000.

---

### School Demographic Characteristics

These data are from the October 2000 CBEDS data collection, the 2001 Stanford 9 student answer document, and the 2001 STAR Apportionment Information Report.

<b>Ethnic/Racial (Stanford 9)</b>	Percent	<b>Parent Education Level (Stanford 9)</b>	Percent
American Indian or Alaska Native	1	Percent with a Response*	90
Asian/Asian American	0	Of those with a Response:	
Black/African American	8	Not a high school graduate	5
Filipino/Filipino American	0	High school graduate	15
Hispanic/Latino	10	Some college	34
Pacific Islander	0	College graduate	29
White (not of Hispanic origin)	81	Graduate school	16
		* This number is the percent of student answer documents with stated parent education level information.	
<b>Participants in Free or Reduced Price Lunch (Stanford 9)</b>	31		
<b>English Learners (Stanford 9)</b>	5	<b>Average Parent Education Level (Stanford 9)</b>	Average 3.36
<b>Multi-track year-round school (CBEDS)</b>	No	The average of all responses where "1" represents "Not a high school graduate" and "5" represents "Graduate school."	
<b>School Mobility (Stanford 9)</b>	25		
This is the percent of students who first attended this school in the current year.		<b>Fully credentialed teachers (CBEDS)</b>	Percent 100
		<b>Teachers w/emergency credentials (CBEDS)</b>	0
<b>Average Class Size (CBEDS)</b>			
Grades	Average	<b>Enrollment in grades 2-11 on the first day of testing (STAR Apportionment)</b>	Number 72
K-3	19		
4-6	31	<b>Number of students excused from STAR testing</b>	
Core academic courses in departmentalized programs	N/A	Students required to have alternative assessments due to IEP exemptions	5
		Students exempted per parent written request	0
		<b>Number of students tested (Stanford 9)</b>	60

# COMPARISON OF CALIFORNIA'S PSAA WITH OTHER STATES

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With the passage of the Public Schools Accountability Act (PSAA) of 1999 (Senate Bill 1X, Chapter 3 of 1999), California's educational accountability system became one of the most comprehensive in the nation. California's policies encompass seven areas of an integrated accountability system: statewide standards, statewide assessment, school report cards, school rankings, rewards, interventions, and sanctions.

## Statewide Standards

California is one of 47 states that have adopted standards in the core academic subjects of English, mathematics, social studies, and science. California received the highest "grade point average" rating from Fordham Foundation for its 2000 content standards, particularly the mathematics standards.

## Statewide Assessment

California is one of 50 states that administer a statewide testing program, the Standardized Testing and Reporting (STAR) program. One component of the STAR program is the nationally-normed Stanford 9 test. Currently, California uses the results of the Stanford 9 to calculate its Academic Performance Index (API). The API is used to measure school performance, set academic growth targets, and monitor progress over time. Over the next several years, results of the California Standards Test, another component of the STAR program that is based on the rigorous state content standards, and results of the standard-based California High School Exit Examination are scheduled to be added to the API. It is expected that the 2001-2002 API reporting cycle will include California's English-Language Arts Standards Test and a performance-based writing assessment.

## School Report Cards

California is one of 45 states that provide for annual "report cards" on the performance of individual schools. The School Accountability Report Card (SARC), the local component of California's accountability system, requires the governing board of each school district to prepare and issue a SARC addressing indicators for each school annually. Schools must ensure that all parents receive a copy of the report card. Schools must annually report their API rankings in their SARCs.

## School Rankings

California joins 27 other states that evaluate and issue public ratings of schools. Under PSAA, schools' API scores and achieved growth scores are reported. A school is ranked compared to schools statewide and compared to schools with similar demographic characteristics. All API scores and rankings are reported annually, whether high-perform-

ing or low-performing. Further, the California State Board of Education has defined a high level of performance on the API to which all schools in California should aspire. This is the interim statewide API performance target.

### **Rewards**

California and 20 other states reward successful schools in some way. The Governor's Performance Award provides monetary awards to schools that meet or exceed their API growth target or the interim statewide API performance target, show comparable improvement for all numerically significant ethnic and socioeconomically disadvantaged subgroups, and meet other awards criteria for eligibility. In addition, the Certificated Staff Performance Incentive Act (Assembly Bill 1114, Chapter 52 of 1999) provides one-time performance bonuses to teachers and other certificated staff in underachieving schools that significantly improve beyond their annual API growth target.

### **Interventions**

Under the Immediate Intervention/Underperforming Schools Program (II/USP) of PSAA, California joins 27 other states that identify low-performing schools as part of their accountability system. Under the II/USP, schools are required to write or revise a school-improvement plan and receive assistance to improve academically.

### **Sanctions**

Also under the II/USP of PSAA, California joins 14 other states that have the legislative authority to close, take over, or reorganize a school that continues to underperform academically.

**Note:** Comparative information about states provided in *Quality Counts 2001*, the fourth annual 50-state report by *Education Week*: <http://www.edweek.org/sreports/qc01>.

# PSAA TIMELINE

## September 2001

- Schools in the Alternative Schools Accountability Model (ASAM) select indicators (in addition to Standardized Testing and Reporting (STAR) results) for baseline year and secure local board approval.
- Eligible schools for Immediate Intervention/Underperforming Schools Program (II/USP) notified and provided with application forms (third cohort).

## October 2001

- Reports for 2000–2001 Academic Performance Index (API) Growth, including growth targets achieved/not achieved, subgroup data and awards eligibility, posted on the California Department of Education (CDE) API website at <http://api.cde.ca.gov>. This does not include schools correcting STAR demographic data.
- Eligible schools selected for II/USP by October 15 (third cohort).

## Fall 2001

- Recommendations for the Special Education Schools and Centers Model developed and provided to State Board.
- II/USP schools (first cohort) that do not meet growth targets receive public hearing, and local board chooses type of local intervention.

## December 2001

- Reports for 2000–2001 API Growth for schools that corrected their demographic data posted on the CDE API website at <http://api.cde.ca.gov>.

## January 2002

- API Reports for 2001 API Base, including API base, growth targets, subgroup data, and statewide and similar schools ranks, posted on CDE API website. This API will include results of the English-language arts section of the California Standards Test.
- Eligible schools for Certificated Staff Performance Incentive Act award notified and provided with application/certification forms.
- Funds for Governor's Performance Award (GPA) disseminated to eligible schools.

## February–March 2002

- Application/certification forms for Certificated Staff Performance Incentive Act award must be returned to the CDE.

**July 2002**

- Schools in the Alternative Accountability Schools Model (ASAM) report baseline data for 2001–2002 to local boards and Superintendent of Public Instruction.

**Fall 2002**

- Reports for 2001–2002 API Growth, including growth targets achieved/not achieved, subgroup data, and awards eligibility, posted on the CDE API website.
- II/USP schools (first cohort) that do not meet growth targets but show significant growth continue in II/USP.
- II/USP schools (first cohort) that do not meet growth targets and do not show significant growth are subject to the imposition of sanctions by the State Superintendent of Public Instruction and State Board.
- II/USP schools (second cohort) that do not meet growth targets receive public hearing, and local board chooses type of local intervention.

**January 2003**

- API Reports for 2002 API Base posted on the CDE API website.

**July 2003**

- Schools in the Alternative Schools Accountability Model (ASAM) report second-year data for 2002–2003.

**Note:** Assembly Bill 961, if signed into law, will immediately modify the II/USP.

# PSAA REFERENCE GUIDE TO THE INTERNET AND CONTACTS

The 2000–2001 API Growth results will be posted on the California Department of Education (CDE) web site on October 15, 2001 at <http://api.cde.ca.gov> and at <http://www.cde.ca.gov/psaa/api>. The following provides a list of CDE Internet sites and contact offices related to the PSAA:

Topic	CDE Contact Offices	CDE Website
PSAA	Policy and Evaluation Division (916) 657-2757 psaa@cde.ca.gov	<a href="http://www.cde.ca.gov/psaa">http://www.cde.ca.gov/psaa</a>
Academic Performance Index (API)	Educational Planning and Information Center, Policy and Evaluation Division (916) 657-2273 epic@cde.ca.gov	<a href="http://www.cde.ca.gov/psaa/api">http://www.cde.ca.gov/psaa/api</a>
Immediate Intervention/Underperforming Schools Program (II/USP)	Education Support and Networks Division (916) 657-3351	<a href="http://www.cde.ca.gov/iusp">http://www.cde.ca.gov/iusp</a>
API Awards Programs: <ul style="list-style-type: none"> <li>• Governor's Performance Award (GPA) Program</li> <li>• Certificated Staff Performance Incentive Act</li> </ul>	Awards Unit, Policy and Evaluation Division (916) 657-2757 awards@cde.ca.gov	<a href="http://www.cde.ca.gov/psaa/awards">http://www.cde.ca.gov/psaa/awards</a>
Alternative Accountability System	Educational Options Office, Educational Support Systems Division (916) 322-5012	<a href="http://www.cde.ca.gov/psaa/api">http://www.cde.ca.gov/psaa/api</a>